

Guatemala - TVET

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Overview

Identification

COUNTRY

Guatemala

EVALUATION TITLE

TVET

EVALUATION TYPE

Independent Performance Evaluation

ID NUMBER

MCC-16-CON-0040

Version

VERSION DESCRIPTION

Revised final evaluation design report

Overview

ABSTRACT

In this evaluation design report, we describe the design for the evaluation of the technical, vocational education and training (TVET) activity (Activity 2) of the Guatemala Education Project funded by the Millennium Challenge Corporation (MCC) through a Threshold Program focusing on secondary education in the country. The TVET activity includes the GOPA Training for Work for MINEDUC and ENCA activities. Our research questions focus on assessing mainly the short-term outcomes, the fidelity of program implementation, and justification of program resource allocation and are grouped around three main questions: (1) To what extent did the TVET program meet its short-term outcomes?; (2) To what extent was the TVET program implemented according to plans? Why or why not?; (3) To what extent do the results of the TVET program justify the allocation of resources? To answer these research questions, we plan to conduct a mixed-methods performance evaluation with three components.

First, for each activity, we will conduct a fidelity of implementation study that will (1) explore how implementation is being conducted by implementers; (2) examine whether implementers adhered to the original program design, how and why changes to the design were made by implementers; (3) help contextualize short-term outcome results by describing the geographic, social, and policy environment in each of the Departments as well as each TVET center; and (4) provide a deeper understanding of how the project interventions may contribute (or not) to short-, and medium-term outcomes. The implementation study will draw on administrative data from MINEDUC and the TVET centers on enrollment, interviews with key stakeholders, focus groups with students in the first cohort of the programs, and reviews of project and stakeholder documents, including the labor market diagnostic studies conducted by the departmental and national working groups. If the timing and the health situation allows, we will also conduct observations of the trained teachers delivering the new content in classrooms.

Second, we will conduct an outcome analysis. While no longer a major component of the evaluation, our team will use any quantitative data we gather to assess the extent to which short and medium outcomes are met by this program. The analysis aims to shed light on potential benefits from the investments in the TVET centers. The outcomes analysis will draw primarily from administrative data collected through the GOPA and MCC M&E plans, data on number of instructors trained, student enrollment, etc. As part of the key informant interviews with businesses, we will discuss the extent to which the TVET curricula aligns with the labor market demands and whether they believe students graduating from the TVET centers will meet the labor market demands. If the timeline and the health situation allows, we will conduct observations of classroom instruction to determine to what extent instructors demonstrate the new skill sets covered by the TVET training.

Third, we will conduct a multi-site case study of 4 TVET centers (ENCA, implementing careers in agroindustry plus 3 MINEDUC centers, implementing careers in hospitality, transportation, and informational technology) across departments. We will work with MINEDUC, PRONACOM, and MCC to identify a set of TVET institutions with careers that are representative of the revised programs and meet varying degrees of expected outcomes. To obtain a diverse sample of TVET institutions, we will seek to include institutions in urban and rural localities, varying sizes and infrastructural conditions, and institutions

offering a range of programs of study. The data for the case studies will be incorporated into the interview and focus group protocols for the implementation study and outcomes analysis to ensure efficiency in our data collection, analysis, and writing processes.

Primary and secondary data collection will span from mid-2019 until mid-2022.

EVALUATION METHODOLOGY

Other (Performance Evaluation)

UNITS OF ANALYSIS

Program level, disaggregated by MINEDUC and ENCA upper secondary institutions

TOPICS

Topic	Vocabulary	URI
Education	MCC Sector	

KEYWORDS

Technical and Vocational Education and Training (TVET), Evaluation Design Report, Guatemala, Performance Evaluation, Training for Work, Secondary Education, Occupational families, Program Implementation, Teacher professional development, Implementation study, Data collection, Document review, Case studies

Coverage

GEOGRAPHIC COVERAGE

The geographic scope covers upper secondary institutions across six departments in Guatemala (Alta Verapaz, Chiquimula, Guatemala, Jalapa, Sacatepéquez, and Sololá).

UNIVERSE

14 TVET upper secondary institutions

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Audrey Moore	Mathematica
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OTHER PRODUCER(S)

Name	Affiliation	Role
Mathematica		

FUNDING

Name	Abbreviation	Role
Millennium Challenge Corporation	MCC	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Mathematica			

DDI DOCUMENT ID

MCC Compact and Program

COMPACT OR THRESHOLD

Guatemala Threshold

PROGRAM

MCC and the GoG designed a project that addresses some of the most critical constraints in the vocational education system, including up-to-date curriculum, trained teachers, and accreditation systems for TVET institutions. MINEDUC hired GOPA Worldwide Consultants to implement the project under the oversight of PRONACOM (Programa Nacional de la Competitividad). In Guatemala, the TVET system serves as a technical secondary education track. Students who complete this formal schooling receive a technical specialization in their area and a high school diploma. GOPA is implementing two Training for Work TVET programs in Guatemala. The TVET Activities support MINEDUC and ENCA to develop new tools and strategies to enable TVET to match supply to demand in the labor market. Interventions for this activity include: (1) Coordination between the education and labor sectors to hold departmental and national roundtable discussions and working groups, including harmonizing competencies across TVET centers, developing specific course qualifications, training modules and support materials, and promoting a relationship among public and private sector actors; (2) design curricula for seven new vocational training upper secondary careers (carreras) and redesign two existing curricula; (3) design a technical teacher refresher/actualization program and retrain 220 teachers; (4) implement TVET upper secondary careers in 14 pilot secondary institutions, including support of MINEDUC and ENCA to identify and sign agreements with private sector companies and providing training and technical assistance to MINEDUC and ENCA to carry out accreditation of the TVET Centers; and (5) conduct media campaigns to help change the image of TVET centers and make the population aware of new and improved courses.

MCC SECTOR

Education (Edu)

Sampling

Study Population

14 TVET upper secondary institutions

Sampling Procedure

Purposeful sampling to select stakeholder groups targeted by the program and when possible randomly select participants (and provide replacement when needed) within each stakeholder group.

Questionnaires

No content available

Data Collection

Data Collection Dates

Start	End	Cycle
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Data Collection Mode

Document review Qualitative data collection conducted virtually: Key informant interviews and Focus Group Discussions with national and departmental stakeholders, TVET centers faculty and directors, businesses, and students beneficiaries from the program Administrative data collection

Data Processing

No content available

Data Appraisal

No content available